

Pupil premium strategy statement – St Andrew’s CE Infants’

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	14.11.2025
Date on which it will be reviewed	14.11.2026
Statement authorised by	Carol Meakins HT
Pupil premium lead	Carol Meakins HT
Governor / Trustee lead	Gary Walke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,064

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£129,064

Part A: Pupil premium strategy plan

Statement of intent

St. Andrew's CE Infants' vision is Learning together in friendship and faith. We aim for our pupils to develop a love of learning, working positively with and alongside others, making connections throughout each day and walking along a personal journey of faith. It is a wonderful place to be with happy, valued pupils who are supported in their learning by an established team of staff who give over and above on a daily basis.

We have the capacity to be a 3 form entry school with 270 places, but these have diminished this year and currently we have 219 pupils. We are situated approx. 10 minutes from Eastbourne seafront and we visit the beach and nearby park throughout the year. We have currently 30% PP(Pupil Premium) (July 2025 37%) which is significantly higher than the national average of 21%.

It is vital for us to focus on all pupils early development and skills, focusing on the core areas of the Foundation Stage promoting communication and language , physical and personal development skills through daily activities that promote each skill. Through our new phonics scheme and further strategies we are visibly developing opportunities to access and use a range of vocabulary, promoting oracy, speaking and reading skills and knowledge base.

We use assessment each day, in each lesson to establish our pupil's understanding. This culminates each term to assessment gathering, with next steps implemented responding to the data and targeting pupils who benefit from interventions such as catch up's in phonics or a maths booster groups.

We have worked on our curriculum throughout the school- ensuring that this diet of learning for all our pupils throughout each subject incorporates prior learning , engaging implementation and developing a range of skills and knowledge they can re-apply to then achieve success. Through assessment/pupil progress meetings/ work scrutiny we gauge the impact in each subject looking at pupil confidence in their understanding, progress and attainment.

We are an experienced, committed staff who recognise that each pupil comes to St Andrew's from a variety of starting points. We are dedicated to providing an adaptive curriculum which serves all our pupils, especially those who are disadvantaged in some way. Our aims are for all pupils to flourish and be the best they can be.

Through leadership capacity there is a sharp focus on the quality of pupils learning experiences. Our leadership team and governing board play a significant role in evaluating progress through ongoing monitoring and quality assurance. Learning needs are addressed through a number of strategies such as QFT(Quality First Teaching) using effective adaptive practice and use of AfL(Assessment for Learning)- feeding back progress and next steps in a timely manner to promote pupil's understanding and independence. We find learning partners and small group work supported by teaching staff and teaching assistants to work well , especially at transition times.

Our aims for all pupils are to become effective learners and achieve. Our ADP(Academy Development Plan) 2025-2026 notes specific milestones that are to be addressed this year and monitored effectively to ensure our disadvantaged pupils specifically are given every opportunity to thrive and be fully equipped to make the transition to KS1 (Key Stage 1)/KS2.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our new phonics scheme introduced in September 2024 is proving purposeful and we have seen a significant rise in results for our pupils overall. Assessments and phonic screen results from 2024-2025 demonstrate that further interventions and tracking of our PP pupils are to be implemented this year specifically in Year 1 to ensure PP pupils are on track to achieve the national PP 67% in June 2026.
2	Our FS ELG (Early Learning Goal)% is on an upward trend, and at 67% for PP pupils above the national average which is at 51%. However our overall % 2024-2025 was 79% so this year we would like to aspire for a greater % of PP pupils achieving their GLD (Good level of Development) in each area.

3	Attendance is a key area of challenge here at St Andrew's. Our PA(Persistent Absenteeism) was above national at the end of 2024-2025 for PP pupils, who although were showing a downward trend , PA in term 6 was at 22%.
4	To ensure our pupil's learning environments promote learning for every child. We are embedding adaptive practice throughout the school, reducing cognitive overload looking at pre- teaching and ensuring concrete resources are available for each subject area.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For our PP pupils to achieve at least 67% in the phonic screen 2025-2026	Class teachers and Year group leads are aware of each PP pupil, their strengths and their barriers to learning. Our aim this year is to see progress throughout the year through termly phonic screens of PP pupils.
For our PP pupils to achieve 70+% at EYFS(Early Years Foundation Stage) GLD	Opportunities given throughout the year for each pupil to achieve GLD, with a focus each term through pupil progress meetings on PP pupils and progress especially in communication and language, physical and personal development.
To see an upward trend in PP attendance this year with the aim for at least 94% by the end of 2025-2026. For PA to be reduced for all pupils including PP.	To see visible increase in % of attendance for this specific group of pupils, to see them be involved in school life, to flourish and achieve, being ready to take the next step into their next year group.
To develop our learning environments throughout the year, ensuring adaptive practice is embedded, with concrete/pictorial resources available and furthering learning for all, especially our PP pupils to experience success and develop their independent learning skills, confidence and intrinsic well- being.	Learning environments to compliment each other throughout the school reducing cognitive overload and giving clear messages for pupils enhancing their skill base and understanding across the rich curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD(Continual professional development) recruitment and retention)

Budgeted cost: £0 (Supported by main school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Drawing Club</i>	This programme has enriched our pupils in FS(Foundation Stage) (and to be Year 1 this year) comprehension, drawing and writing skills	1,2
<i>Spirituality training</i>	Staff training has provided staff with further understanding of spirituality and what this means to us at St. Andrew's. We have looked at being able to press the pause button, reflect and rejoice in those and our environment around us, making connections and understanding more about ourselves as result	4
<i>Little Wandle</i>	To continue this phonics programme purchasing further resources and building on our previous year's knowledge and understanding.	1,2
<i>EY(Early Years) motor screening programme</i>	To complete training to identify need and apply strategies where applicable	4
<i>MHWP(Mental Health and Wellbeing) CPD conference and Paul Dix CPD Attachment training</i>	Both our MHWP lead and HT have attended CPD provided by Paul Dix whose positive 'when the adults change' , focuses on pupils who benefit from 'being noticed' and positivity in making connections with them.	4

	Attachment training has been booked for all TA's (January 2025) in order to support all pupils when challenged and provide emotional and physical strategies to meet each pupil's need.	
<i>English consultant</i>	Providing pivotal information to ensure our pupils writing progression needs are met through our rich text and linked learning topic, being both aspirational and achievable for all.	1,2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £89,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and language assessment and acquisition programmes</i>	Further support for communication and language, assessing and developing programmes to be carried out within class to aid clarity and understanding	1,2
<i>Small PP targeted group work in class</i>	Focused support for those that benefit from adult interventions developing their strategies for independent learning, growing as learners through timely feedback and praise, gaining confidence in their own abilities, aided by adaptive practice and purposeful learning environments.	1,2
<i>Small group out of class</i>	Meeting individual needs through timed interventions to encourage concrete working assisted by support staff to embed practice and translate into classroom life.	1,2 4
<i>1-1, 1-2 support</i>	To encourage pupils in small step learning sessions to develop skills in early language use, maths and English ,to develop personal and relational skills	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 39,651

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance office</i>	Daily involvement with families, tracking of attendance data, completing the attendance strategy, liaising with the HT	3
<i>ELSA (Emotional Literacy Support Assistant)</i>	Weekly Targeted support for specific pupils, focus on pupil voice and providing a safe space to explore emotions in themselves and others.	1, 4
<i>SEND (Special Educational Needs and Disabilities)</i>	Liaising with families on a daily basis and outside services, developing strategies and adaptive practice, encouraging opportunities to develop metacognition.	4
<i>Clubs and enrichment</i>	To provide opportunities for pupils to mix with other pupils from their class, being involved with a range of activities from I can cook to creative, to develop	4
<i>Uniform</i>	To provide support for families with items of labelled uniform so all pupils have the opportunity to feel fully part of our school community	4

Total budgeted cost: £129,064

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our previous academic year's national assessments are as follows:

<i>Data type</i>	<i>2024-2025 DATA- overall St Andrew's</i>	<i>2024-2025 DATA PP pupils St. Andrew's</i>	<i>National % Overall</i>	<i>National % PP</i>
<i>Foundation Stage ELG</i>	<i>79.8% (upward trend from 72.2% 2023-2024)</i>	<i>67%</i>	<i>68.3%</i>	<i>51.3%</i>
<i>Year 1 phonics</i>	<i>80.6%(upward trend from 67% 2023-2024)</i>	<i>57.7%(Further context to be discussed) (2023-2024 69.7%)</i>	<i>79.9% (2023-2024 80.4%)</i>	<i>66.8% (2023-2024-68.4%)</i>
<i>KS1 end of year assessments</i>	<i>R 70% GDS 16% W 63% GDS 6% M 71% GDS 10%</i>	<i>R 73% GDS 6% W 69% GDS M 72% GDS 3%</i>		
<i>Attendance</i>	<i>93.5%</i>	<i>91.9%</i>	<i>94.8%</i>	<i>93.1%</i>

Outcomes for 2024 2025

Challenge 1

Our new phonics scheme Little Wandle commenced in September 2024. Our overall score rose to 80.6% (from 67% 2023-2024)(phonics for PP pupils 2023-2024 was 69.7% just above the national average)PP pupils achieving the phonic screen 2024-2025 showed a downward trend- but with a contextual picture as noted above. Current data (Term 1 2025-2026) shows 22% PP achieving a practice screen, compared with 20% this time last year. We will continue monitor this each term, following the Little Wandle scheme.

Challenge 2 Handwriting scheme- letterjoin introduced September 2024 which has given pupils the opportunity to improve their skills at transcription. KS1 TA assessment showed 69% PP pupils achieving expected level in writing compared with 53% in 2023-2024. This transcription strategy continues- the key to this has been accessibility, continuous font use and 3x weekly sessions.

Challenge 3 Attendance data showed 93.5% overall at the end of 2024-2025 being less than our aspirations(96%+) PA is challenging here at St Andrew's but we are continuing our drive to improve this area through our attendance procedures and links with families.

Challenge 4 Our focus on oracy development to promote writing and reading skills is shown in this year's data with reading at expected for PP pupils at 73% (2023-2024-67%) and 16% rise in writing. Phonic scores also improved with 90% in 2023-2024

Challenge 5 ELSA sessions took place throughout 2024-2025. These sessions promoted emotional literacy and a safe place to talk and play.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle – phonics programme	Little Wandle
Handwriting/transcription scheme	Letterjoin